

YEAR 11 – English Language (GCSE 9-1)

STUDY PLAN – DISTANCE LEARNING

Teacher: -----

Class and Section: YEAR 11 –

Subject: English Language (GCSE 9-1)

Week 10: 1ST NOVEMBER – 5TH NOVEMBER

No. of lessons: 4 – All Zoom / GC Sessions

Student’s access to Work: Work sent to students through Class Group Gmail or Google Classroom

Topic: 19th Century Fiction – Imaginative Writing

Overall Objectives:

- identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes;
- draw inferences and justify these with evidence; support a point of view by referring to evidence within the text;
- identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;
- reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading;

Outcome:

- recognise the possibility of different responses to a text explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail;
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

RESOURCES:

- English Language Text Anthology
Text: ‘The Diary of Nobody’ (page 75)

DATE	ACTIVITY
WEEK 10	1 ST NOVEMBER – 5 TH NOVEMBER
Zoom Session 1	<p data-bbox="443 305 867 342">'The Diary of Nobody' (page 75)</p> <p data-bbox="443 380 674 417"><u>Lesson Objectives</u></p> <ul data-bbox="489 418 1860 529" style="list-style-type: none"> <li data-bbox="489 418 1860 488">• Be able to summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader <li data-bbox="489 493 1461 529">• Understand how writers structure a text to manage the reader's response. <p data-bbox="443 570 663 607"><u>Success Criteria:</u></p> <ul data-bbox="489 609 1751 683" style="list-style-type: none"> <li data-bbox="489 609 1367 646">• Be able to critical read and comprehend summarise and synthesis <li data-bbox="489 651 1751 683">• Be able to evaluate the writer's choice of vocabulary, form, grammatical and structural features <p data-bbox="443 721 1236 758"><u>The Learning Process/Assessment For Learning Strategies</u></p> <p data-bbox="443 797 726 834"><u>Reading for Meaning</u></p> <ul data-bbox="489 873 1724 984" style="list-style-type: none"> <li data-bbox="489 873 1724 911">▪ Read the text together with students; ask questions to test their understanding of the meaning. <li data-bbox="489 915 1692 953">▪ Make students interpret a few words and phrases, comment and add to their understanding. <li data-bbox="489 958 1619 984">▪ Help students maintain their focus on the writer's viewpoint and the use of language. <p data-bbox="443 1023 590 1060">Questions:</p> <ol data-bbox="489 1094 1850 1383" style="list-style-type: none"> <li data-bbox="489 1094 1808 1164">1. Where in the text does Pooter reveal his opinion of himself? Summarise Pooter's opinion of himself using examples from the text. <li data-bbox="489 1169 1850 1239">2. How have the writers built up the humour in the first three diary entries? Think about what Pooter does and how other characters react to his actions. Explain your ideas. <li data-bbox="489 1243 1787 1346">3. How have the writers used the character of Pooter to create humour in the extract? [Compare how Pooter is, sometimes, the victim of the writers' humour and at another time Pooter creates the humour.] <li data-bbox="489 1351 1808 1383">4. Explain your responses to the character or the event described in the extract, e.g. humour, sympathy,

	<p>antipathy, or something else?</p> <p><u>Learning Outcome</u> Students will be able to read and demonstrate good comprehension of text in areas specified in objectives.</p>
<p>Zoom Session 2</p>	<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Explore key ideas in the text and their likely impact on the reader • Understand how writers manipulate the reader’s response through paragraph structure <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Understanding text structure</u></p> <p>Discuss the paragraph structure is used to develop the humour of the situation.</p> <p>Consider the following questions:</p> <ol style="list-style-type: none"> 1. Read the text from lines 27 to 32. How have the writers used the structure of their paragraphs to develop the humour of the situation? 2. Read the text from lines 32 to 39. Look carefully at the structure of this part of the paragraph. How have the writers achieved the change of mood and tone towards the end? <p><u>Learning Outcome</u> Students will demonstrate the ability to understand the writer’s use of structure and paragraphing to influence the reader and achieve desired effect – to create humour and change the mood and tone of the text.</p>

Zoom Session 3

Designing Your Text

Lesson Objectives

- Plan to recount a humorous narrative episode effectively, considering the impact of paragraph structure.
- Plan the story: two paragraphs to set up the situation, the final paragraph to resolve it.

Success Criteria:

- Be able to apply a range of techniques that help to create humour or any other effect.
- Be able to structure a text to achieve the desired purpose and effect.

Writing Task: Internal Monologue / Soliloquy

Charles Pooter realizes that the whole thing, *'rather unpleasantly terminated what might have been a cheerful evening'*. Write a piece of internal monologue as Charles Pooter, later in the evening, reflects on the proceedings of the day while sitting alone in the garden.

Let students decide the tone and mood of the monologue by themselves.

Discuss the design of your text and other structural choices using the following questions.

- What will you write about? Who is your audience? What impact do you want to have on them?
- Note down all the different ideas you could use in your writing. Think about the different elements you want to include.
- Select your strongest ideas and sequence them in the most effective order.
- How will the reader respond to your ideas?

Discuss the use of tense, viewpoint and register:

- Tense: How will you use tense? Will you write mainly using past tense or present tense?
- Viewpoint: Will you write mainly in the first or third person limited?
- Register: Think about the audience you are writing for. Will you write in a formal register or an

informal register?

You may find the following example of internal monologue helpful:

In Dostoevsky's *Crime and Punishment*, we are constantly subjected to Rodion Raskolnikov's self-talk as he grapples with his negative thoughts and paranoia:

This evening, however, on coming out into the street, he became acutely aware of his fears.

"I want to attempt a thing like that and am frightened by these trifles," he thought, with an odd smile. "Hm . . . yes, all is in a man's hands and he lets it all slip from cowardice, that's an axiom. It would be interesting to know what it is men are most afraid of. Taking a new step, uttering a new word is what they fear most. . . . But I am talking too much. It's because I chatter that I do nothing. Or perhaps it is that I chatter because I do nothing. I've learned to chatter this last month, lying for days together in my den thinking . . . of Jack the Giant-killer. Why am I going there now? Am I capable of that? Is that serious? It is not serious at all. It's simply a fantasy to amuse myself; a plaything! Yes, maybe it is a plaything."

Through Rodion's own voice in his own head, we get a sense of the main character's scattered, self-doubting internal world, and we pick up on foreshadowing of greater conflicts to come.

Learning Outcome

Students will be able to review the structure of their sentences to make sure they express their ideas as clearly as possible and contribute to their intended tone and impact on the reader.

Zoom Session 4**Discussion on the writing task / Sharing of ideas*****Lesson Objectives:***

- Students annotate their monologue, identifying the reasons for their choices of ‘elements’ and the balance of those elements.

Success Criteria:

- Be able to annotate and explain their reasons for their choices made to achieve purpose and effect

A few students read their monologues and receive feedback from peers and the teacher.

Share the following points with students to enable them to comment on reward-able content only.

Selection of appropriate ‘choices / emotive words’ to include in the description

How the balance of those ‘elements’ in the construction of monologue is achieved

The focus on how effectively are the feelings communicated.

Learning Outcome

Students will be able to:

- demonstrate in writing their ability to communicate effectively,
- listen to the feedback and questions attentively and
- respond to them appropriately